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ABSTRACT

In order to determine the present need for bilingual-special education in Oakland County, Michigan, a questionnaire was distributed to the directors of special education in the county's 29 school districts. The 28 responses to the instrument revealed that severe discrepancies exist among districts as to the level of service provided to the limited English proficient (LEP)-handicapped population of Oakland County. Only one district provided bilingual-special education services through a teacher certified in both bilingual education and special education. The remainder of the districts provided bilingual-special education services to LEP-handicapped children through "pull-out" programs with varying degrees of coordination between bilingual and special education staff. The number of LEP students receiving special education services represented only 2% of the total LEP population. This figure, as compared to the national incidence level of 7-10% of the school age population, showed a significant under-representation of LEP-handicapped students receiving special education services in the county. It was concluded that bilingual-special education needs to become an organized entity in order for school districts to have a philosophical base from which to organize specific program development. Suggestions for state level organization are made in order for Michigan to be prepared to better serve the increasing population of LEP students. (Author/CL)

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Bilingual-Special Education Needs Assessment

Oakland County, Michigan

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March 1984

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Abstract

The need to form the sub-specialty of bilingual-special education within the fields of bilingual education and special education has come about through the dictates of Public Law 94-142. This law states that every handicapped child has the right to a free and appropriate education. For those handicapped children who are limited English proficient (LEP), this appropriate education includes the right to receive instruction in their most proficient language.

In order to determine the present need for bilingual-special education in Oakland County, Michigan, a questionnaire was distributed to the directors of special education in the County's 29 school districts. The responses to the instrument formed the basis for this study.

It was found that severe discrepancies exist among districts as to the level of service provided to the LEP-handicapped population of Oakland County. Only one district provided bilingual-special education services through a teacher certified in both bilingual education and special education. The remainder of the districts provided special education services to LEP-handicapped children through "pull-out" programs with varying degrees of coordination between bilingual and special education staff.

The number of LEP students receiving special education services represented only 2% of the total LEP population. This figure, as compared to the national incidence level of 7-10% of the school age population, showed a significant under-representation of LEP-handicapped students receiving special education services in Oakland County.

It was concluded that bilingual-special education needs to become as organized entity in order for school districts to have a philosophical base from which to organize specific program development. This bilingual-special education needs assessment was written in order to draw the attention of the educational community to the needs that exist within one county in Michigan. Suggestions for state level organization were made in order for Michigan to be prepared to better service the increasing population of LEP students.

Chapter 1

Introduction

Bilingual-special education has become part of the education field in recent years. The need to form this sub-specialty within the fields of bilingual education and special education has been brought about by the dictates of Public Law 94-142 which states that every handicapped child has the right to a free and appropriate education. For those handicapped children who are limited English proficient (LEP), this appropriate education includes the right to receive instruction in their primary or most proficient language. When their most proficient language is by language dominance testing determined to be other than English, instruction must be provided in their native language.

In order to provide the LEP-handicapped child with an appropriate education, the specialists of bilingual education and of special education found the need to become involved with each other and thereby form an interface of educational formats that would provide meaningful instruction for this population. Bilingual children who do present learning handicaps must receive the special services needed to facilitate their educational development. It is, therefore, the objective of bilingual-special education to

identify properly bilingual youngsters who may be handicapped, to evaluate their performance using nonbiased procedures, and to place them into special programs where the educational services are designed to satisfy the students' linguistic and cultural characteristics (Ambert & Dew, 1982).

An important factor to remember in program implementation is that every school district is unique and therefore must plan its own solutions rather than adopt those formulated in other places. The programs must provide for a variety of needs and must reflect the diversity (linguistic, cultural and experiential) of the group being served. In order for bilingual-special education services to be provided for the LEP-handicapped child, an organized process, in which information is gathered and analyzed describing students' needs must be performed.

The incidence of special education populations in the schools, according to the U.S. Office of Education, is seven to ten per cent. Jane Mercer, a noted author in the fields of bilingual education and assessment, found however that in California, the incidence figures for LEP populations were significantly higher, reaching 15-20 per cent, than those found in English speaking populations. Over representation of LEP children in special education categories was examined by Mercer and her colleagues. The outcome of this research

was the development of a testing instrument intended to appropriately assess LEP students who were suspected of needing special education services. It's intended purpose was to eliminate the noted over-representation of LEP students who were inappropriately labeled as requiring special education services. With these figures as reference, it is expected that no more than ten per cent of the LEP population in any school district will be diagnosed as requiring special education services.

It is for these reasons that a bilingual-special education needs assessment was developed for Oakland County, Michigan, a suburban area on the northern boundary of Detroit. Oakland is a county comprising 29 individual school districts. According to the 1983 student census (see Table 1), these 29 school districts enrolled 185,431 students in grades kindergarden through twelve including special education enrollment. Special education enrollment on a county-wide basis was 6,883 students. The racial-ethnic student membership on September 30, 1983, according to the county's figures, showed there were 6513 students of native American descent, 3,030 students of Asian descent, 2,391 students of Hispanic descent, 14,654 Black students, and 152,298 white students in the county's school population. (see Table 2). With the preceding figures as a base, and the fact that bilingual-special education needs had not been

studied on a county-wide basis prior to this time, this study was prepared in order to better describe the actual need for bilingual-special education programming.

Chapter 2

Review of the Literature

Providing an appropriate and effective education for minority group children who are both handicapped and of limited English proficiency is one of the greatest challenges facing special educators in the 1980's (Baca, 1980). There have been many recent developments in litigation, legislation, and educational research that have addressed the needs of culturally and linguistically diverse handicapped children. Specific provisions to meet these needs have been included in court decisions and statutes. With the passage of the Education for All Handicapped Children Act (P.L. 94-142) and Section 504 of the Rehabilitation Act, handicapped children have been guaranteed an appropriate education to meet their unique educational needs.

Let us consider, briefly, the legal background of bilingual-special education. Presently there are no laws enacted to deal specifically with bilingual-special education. What does exist is a legal history related to special education, a legal history dealing with bilingual education, and litigation related to bilingual-special education. Therefore, in order to discuss bilingual-special education, each component part must be treated separately.

Bilingual education, as it relates to federal

legislation and support, is a fairly new program. Federal legislation was first passed in 1968 and is called the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act. This act presents legislation that is permissive rather than mandatory. It is demonstration-oriented rather than service-oriented. There is nothing in this legislation that directly addresses the needs of the bilingual handicapped student. Although the law does not speak directly to the eligibility of bilingual handicapped students, one could argue that if a child is of limited English proficiency, then that child is eligible for services whether handicapped or not (Baca, 1980). It is from this perspective that numerous groups have addressed the courts on behalf of LEP-handicapped children.

When reviewing litigation specifically related to bilingual-special education, it can be seen that discriminatory procedures for evaluation, placement and re-evaluation have been challenged in several courts. Only one major action obtained an order for the provision of bilingual-special education for handicapped students, the case of Dyrchia S., et.al. v. Board of Education of the City of New York, et. al. . This was a class action suit involving Puerto Rican and Hispanic students. This case raised a broad spectrum of issues before the courts concerning the failure to provide appropriate special

education service to LEP-handicapped students. At present, there are no such cases before the nation's courts; but there are indications that we are to see more of these cases in the future.

In 1975, the Congress passed P.L. 94-142 which has been the most significant legislation on behalf of handicapped children to date. In terms of the bilingual child, this legislation is particularly significant because not only did it include a section addressing non-discriminatory testing, it also called for an appropriate education for each child. This educational format is to be accomplished through an individualized education program (IEP). The IEP format, dictated by P.L. 94-142, ensures instructional plans that are educationally sound for each individual child. The IEP could require that instruction be carried out bilingually. Because of P.L. 94-142, there is now a foundation for bilingual-special education. "The law now guarantees minority language handicapped students equal access to education. Special education and bilingual education must come together within the administrative structure of a school system to provide, in practice, what the law requires." (Bergin, 1980) State, regional and local school officials should be aware that the need for addressing bilingual-special education is on the agenda for the 1980's.

From the courts to the schools, an adequate description

of the exact nature of the interface between bilingual education and special education must be established. In other words, the question of what is meant by bilingual-special education needs to be answered. In the ideal sense, bilingual-special education may be defined as the use of the home language and the home culture along with English in an individually designed program of special instruction for the student. Bilingual-special education, therefore, considers the child's language and culture as foundations upon which an appropriate education may be built. The primary purpose of a bilingual-special education program is to help each individual student achieve a maximum potential for learning. Above all, the program is concerned with the child's cognitive and effective development. It would be misleading to assume such a program is only concerned with teaching or maintaining a second language or culture. Here, language and culture are used as an appropriate means rather than as ends in themselves.

The program options for the handicapped child who is limited English proficient would, of course, be to a large degree determine by the availability and accessibility of both bilingual and special education programs within his/her school district. Special education services, by law, are available in all school districts. Bilingual education programs, on the other hand are not always available until

the district addresses the need. When bilingual programs are developed they may be of several types, depending on the school districts individual needs. Program design may be transitional: one that utilizes the native language and culture of the student only to the extent that it is necessary for the child to acquire English, or maintenance, where English language acquisition is also promoted but additionally it supports the idea that there is value in linguistic and cultural diversity (Baca, 1980). Within these two types of educational designs, there are numerous program delivery methods in practice. Bilingual programs may be implemented through an itinerant teacher who services the student population on a "pull-out" basis, a resource room where students are sent for part of their day for individualized educational support, or a regular bilingual classroom. With the implementation of such programs, we have seen a growth in the numbers of LEP students who have learning handicaps even when instruction is provided in their native language. It is these students for which a program design of bilingual-special education must be implemented in order for their right to appropriate education to be realized.

Bilingual-special education programs are not formed simply by combining the teaching staff from both programs. What is necessary for this program is a staff that can

identify the student's strengths as well as the primary disability along with determining the means by which educational services will be provided, their setting and duration. Planning the curriculum for such a program is best accomplished when there is clarity in philosophy, goal and purpose for instruction. When the handicapped student speaks a language other than English, educators are apt to state that the student's primary educational goal is to learn English. Although part of the goal would be the acquisition of English, opportunities to develop academically and cognitively must be provided at the same time. Both goals must be connected within a systematic instructional program designed for the student.

A bilingual-special education program would then provide special instruction to enhance the cognitive/academic and social abilities of the bilingual handicapped student to the fullest of his/her potential. Instruction would be delivered in the primary language while providing opportunities for learning English. The theoretical premises for bilingual-special education would include the beliefs that:

- 1- An ongoing, broadly based, non-biased assessment is provided,
- 2- Prevention is a priority,
- 3- Early intervention is offered,

- 4- Some disabilities are viewed as symptoms rather than disorders,
- 5- Broad range of special education services are offered,
- 6- Instruction is provided in the student's primary language,
- 7- Regular classroom teachers are involved in program planning and implementation,
- 8- Parents are provided with maximum amounts of information in a language that they understand and are meaningfully involved in planning and reinforcing instruction.

If bilingual-special education is to become a viable program in local school districts, it is vital that there be a conceptual and operational understanding of its intended purpose. When the forgoing information is interpreted and implemented in conjunction with the needs and goals of the schools, bilingual-special education can be a viable part of the educational system.

Chapter 3

Research Design

In order to determine the present need for bilingual-special education in Oakland County, Michigan, a questionnaire was distributed by mail in August, 1983 to the 29 school districts that are within this area. The questionnaire was addressed to the director of special education in each district to determine his/her analysis of the need. The letter that accompanied the questionnaire requested that the form be completed and returned in the enclosed stamped, self-addressed envelope within ten days.

The questionnaire (see appendix) was developed in order to answer the following questions:

1-What is the district's total number of limited English proficient (LEP) students?

2-Of the total LEP population, how many were referred, tested and/or placed in special education classes?

3-What is the district's population of LEP students by language group and by special education category?

4-What is the district's bilingual education program by language group and by level?

5-How are LEP-handicapped students referred and how is their language taken into consideration in screening, testing, and parent contacts?

6-What is the district's total special education

population?

7-What is the district's total number of special education classrooms by category?

8-What are the district's funding sources for special education, bilingual education, and bilingual-special education?

With the answers to these questions, a clear picture of the needs and availability of special education services, as they pertain to bilingual students, should emerge.

The questionnaire was addressed to the directors of special education in each district because every district had special education services but not all had addressed bilingual education. It was found that questions regarding special education were responded to with ease, whereas those questions regarding bilingual education matters were found by most districts to be troublesome to answer. The timing of the distribution of the questionnaires posed somewhat of a problem due to the fact that beginning of the year school matters were seen to take precedent over the completion of any out-of-district paper work. Although most of the directors were willing to cooperate with this research, they required much prodding in order to fulfill their commitment.

From August, 1983, when the questionnaires were distributed, it was not until December, 1983 that 28 of the 29 districts in the county completed and returned the form.

The one district not completing the questionnaire chose not to participate. It was the consensus of opinion from the directors of special education that the data not be described by district to insure privacy. The responses to each item in the questionnaire were as accurate as possible given the information that each district was able to compile.

Chapter 4

Collection of Data

Information regarding bilingual-special education services provided by the school districts in Oakland County, Michigan was compiled from answers to the questionnaire distributed to each district's director of special education. The intended purpose of this questionnaire was to assess the needs of the limited English proficient-handicapped student population in this County.

Of the 28 school districts responding to the questionnaire, 17 responded that they had students who were limited English proficient (LEP) requiring some support services (see Table 3). Of this population, Oriental languages, including Chinese, Japanese, Korean and Vietnamese, were of the highest incidence language group followed by Spanish and Arabic/Chaldean.

Of these 17 districts with LEP populations, eight had no bilingual programs (due to low incidence figures), five provided assistance to those students through "pull-out" programs involving para-professionals and parent aides, and four provided services through bilingual classrooms with teachers trained in bilingual methods.

Of the total LEP population reported by these districts, 100 students were referred for special education assessment. Of the 100 students referred, 91 were evaluated

by psychological services for special education needs. (One district did not report these figures.)

Of the 17 districts reporting LEP populations, 15 reported using interpreters in parent contacts, screening and testing of children suspected of special needs.

Of the total LEP population referred and tested for special education assessment, 105 LEP students were currently receiving special education support services in Oakland County. (see Table 4) Of these 105 students currently enrolled in special education the highest numbers were Spanish speaking, followed by Arabic/Chaldean. The largest population was enrolled in classes for the learning disabled (L.D.) followed by those in classes for the Educably Mentally Impaired (E.M.I.).

Of the 16 districts reporting LEP-special education populations, their special education enrollment totaled approximately 6,883 (see Table 1). The figures for this population as compiled from the questionnaire were 7,787 posing no significant differences in tabulation.

Only one district reported having a bilingual-special education program, and then only at the elementary school level. All other districts with LEP-special education populations serviced those students through "pull-out" programs.

Two districts reported that they used home language

surveys for the identification of LEP students, the remainder received this information through teacher referral.

Regarding suggestions for meeting the needs of special education students (or those suspected of needing those services) who were also LEP, the responses were numerous. Among the responses were the following:

- Two districts said that they needed better means for testing the LEP student suspect of needing special education services.
- Three districts mentioned the need for assistance in coordinating bilingual and special education services.
- Four districts mentioned the need for a bilingual-special education consultant to aid present staff in testing, placement and program development.
- Need to be aware of available resources for help.
- Need any and all suggestions for servicing those students.
- Need assistance in parental awareness.
- Need help in the formation and dissemination of bilingual-special education information.
- Need more in-service programing addressing bilingual-special education.
- Need ideas for servicing this population at the secondary level.

- Need assistance in pre-school programing.
- Hesitant to place LEP students in special education classes due to lack of guidelines and appropriate testing instruments.
- This area is so new that we're not sure how to approach the problem.

The data presented in this study reflected the limitations of the information available from each school district as of September, 1983. Information was compiled and presented in an attempt to be as complete and accurate as possible from the data received. Any discrepancies were the result of the information derived from the responses to the questionnaire.

Chapter 5

Results

The assessment of the present levels of service for bilingual-special education programming in Oakland County, Michigan was drawn from the information supplied in response to the questionnaire answered by the special education directors in the county's 29 school districts. The findings indicated a need for an organized procedure to be formulated, on a county or state-wide basis, to implement bilingual-special education programming. Guidelines must be made available to any district in need of assistance in formulating such a program. It was found that severe discrepancies exist among districts as to the level of service provided to this population.

Of the 29 districts within Oakland County, 17 responded that they had students who were limited English proficient (LEP) requiring some support services. Of those 17 districts with LEP populations, eight had no bilingual programs (due to low incidence figures), five provided assistance to those students through "pull-out" programs involving para-professionals and parent aids, and four provided services through bilingual classrooms with teachers trained in bilingual methods. The variety of services provided to LEP students was determined by not only the size of the population, but also by the districts available financial

resources and its willingness to service this population.

By law, all of the County's school districts must provide special education services to their student population. Of the 17 districts reporting LEP populations, 16 noted special education status within that group.

Of those 16 districts reporting special education students who are LEP, services were provided in only one district through bilingual-special education classes staffed by a teacher with dual certification in bilingual education and special education. The remainder of the districts provided services on a "pull-out" basis from the special education classroom.

From information provided by the questionnaire as to the total number of students receiving special education services in each district, the total for the County was 7,787. The number of LEP students also receiving special education services were 91. No system showed an over-representation of LEP students in special education classes. On the contrary, most districts noted that their incidence of LEP-special education student population was under-represented in those figures (see Table 4). The reasons included assessment problems, and most often mentioned, lack of information kept as to the language of the student receiving special services.

Many districts were unable to provide specific

information regarding the number of LEP students by language group and by handicapping condition citing the fact that the school district either did not or was not required to compile this type of statistical information regarding it's students.

Of the 17 districts reporting LEP populations, 15 responded "yes" to the use of interpreters in special education screening, testing, and parent contacts and thereby complied with state laws. There was an expressed need for certified testing personnel who were also proficient in the language of the student. In districts with low incidence populations, the testing of LEP students was conducted with the aid of translators. Although the use of translators was a viable alternative, the need for comprehensive training to make the testing valid was not always available.

The special education enrollment for Oakland County in 1982-1983 was 7,787 students as compared to a total school enrollment of 185,431. The special education enrollment was 4% of the school population. The LEP-special education enrollment was reported to be 91 students from a total LEP population of 4093 students. Therefore, according to those figures, 2% of the LEP population was found to be in need of special education services. This strongly indicated an under-representation of LEP-special education students in

Oakland County. Those proportions remained constant when each of the categories of special education were examined (see Tables 5 and 6).

Of the 16 districts reporting LEP-special education populations and also having bilingual programs, the funding sources for those programs were reported by six districts to be local, six reported state funding and only one reported federal moneys received for program support. Of the 16 districts reporting LEP-special education enrollment with no formal bilingual programs, all reported state funding through special education sources only.

The varying and numerous suggestions provided by the school districts for improvements needed in services provided to the LEP-handicapped populations gave tremendous insight into the most pressing problems encountered at the present time. The need for coordination assistance to better service the LEP-handicapped student within the school district's present program was often sighted. Many districts, especially those with small LEP populations, were seeking this type of help in order to fully comply with special education laws. Their willingness to seek this type of outside assistance shows their frustration in meeting the needs of this unique group of students. Better means for assessing the LEP-handicapped child were mentioned by many districts. They noted the need for more trained special

education and psychological services personnel who were knowledgeable in the unique problems faced by the LEP-handicapped population. Many districts were hesitant to place a LEP child in special education programs due to the fact that they were unsure of the validity of the test results and the testing instruments themselves. The districts were not eager to employ additional personnel for this purpose, but were looking for knowledgeable assistance in this area.

Over 50% of the districts in Oakland County requested some sort of clearinghouse for information regarding LEP-handicapped students. The type of information requested ranged from general suggestions for program formation and implementation to guidance in parent involvement with handicapped students. Some districts, especially those who presently service LEP-handicapped students, were requesting assistance in program design to meet the needs of specific groups such as pre-schoolers and secondary students.

Many districts were unaware of the available funding sources for program implementation in bilingual-special education. These districts sighted the need for additional funding in order to meet the needs of LEP-handicapped students.

One district responded, "we suggest that this type of student live elsewhere". Another district declined to

respond to the entire questionnaire sighting that addressing this study would be condoning bilingual education which should not be tolerated in our county. These responses represented uninformed hold-outs that cannot be tolerated in the changing educational environment that we have today. More information must be provided in order to eliminate this type of attitude from the educational community.

We are seeing an increase in the number of LEP students in Oakland County. As the numbers of LEP students increase, so too must the programs to service their needs. We, as educators in a changing world, must be prepared with information and programs to properly educate the LEP and LEP-handicapped child.

Chapter 6

Conclusion

Bilingual-special education needs to become an organized entity in order for school districts to have a philosophical base from which to organize specific program development. Without such coordination, services rendered by bilingual staff and special education personnel would remain as they are at present. For bilingual-special education to be an integrated part of the educational system, an office at the state level needs to be created which would encompass both the philosophies of bilingual education and special education in order to formulate procedures and guidelines to aid local school districts in any matters relating to the limited English proficient (LEP) population requiring special education services.

If the goal of bilingual-special education is to identify bilingual youngsters who may be handicapped, to evaluate their performance using non-biased procedures, and to place them into special programs where the educational services are designed to satisfy their linguistic and cultural characteristics, then an organized process must be developed in order to reach this goal. At present, the delivery of special education services to those students who are LEP are in varying stages of development within Oakland County. Through program organization and development,

bilingual-special education could be a viable educational entity prepared to meet the educational demands of present and future populations.

Changes in the educational system do not come about rapidly. At present, little has been written that specifically addresses bilingual-special education. For these reasons, this bilingual-special education needs assessment has been written in order to direct the attention of the educational community to the needs that exist within Oakland County, Michigan. Although this is but one of many areas in the state of Michigan with LEP populations, it has been targeted as a place to begin this necessary research. To this date, no other research has been completed in the area of bilingual-special education within the state of Michigan. In order for the educational community to be prepared for the changing needs of the student population, more research in this field appears to be indicated.

At present, this research indicates that more and more school districts are in the process of attending to significant numbers of LEP student populations. Their attempts, thus far, although commendable, remain far from comprehensive in dealing with LEP students who are also educationally handicapped. Since this population is unique linguistically and culturally, the formation of their educational programming must reflect these differences. The

educational community has begun to address this population by the formation of university level programs designed to instruct teaching personnel and certify them in the area of bilingual-special education. Although the numbers of such certified personnel are small, their qualifications are such that a start in the direction of dealing with this population is possible if they are used in such a way as to be organizers and developers of programs and information specifically addressing bilingual-special education.

The population increase of limited English proficient students in Oakland County has necessitated more and more school districts to address the educational needs of these students. Although the state has established guidelines for bilingual education, it has yet to directly address the needs of the limited English proficient population who are also in need of special education services. At present, the educational programming for these students is directed by special education departments with aid from bilingual personnel in school districts (when available) with varying degrees of coordination. If the special education act, as put forth in P.L. 94-142, is to be adhered to in programming for the LEP-handicapped student, then bilingual-special education programming must be included in the individual education plan (IEP). For this to come about, there needs to be a defined bilingual-special education law outlining the

programming necessary to insure proper service delivery. This would be a unified entity encompassing bilingual education and special education. The services delivered to LEP-handicapped children would then be directed from a comprehensive outline leaving the individual school district free to implement these programs in the way best suited to their needs.

A model implementation program for bilingual-special education has been developed by Nancy Dew at the Illinois Resource Center in 1982 (see appendix). The service delivery methods recommended by this model range from one in which only minimum criteria are met, to one in which comprehensive servicing is possible. All three involve the integration of specialized curriculum materials in the first and second language and mainstreaming to either a bilingual or monolingual regular education program. Each school district is unique and therefore must plan its own solutions. Without specific guidance, it would be impossible to formulate appropriate educational programming for this population. It is, therefore, the responsibility of the department of education to see to the development and coordination of instruction for the LEP-handicapped child through the development of bilingual-special education guidelines.

Bilingual-special education coordination could begin to address the needs reflected by the individual school

districts in the formulation of appropriate service delivery outlines, as well as, providing a clearinghouse for any questions regarding handicapped students who are also LEP. This would involve the development of information pertaining to special services, assessment, program design, resources, and funding sources for LEP students. Consultant personnel, certified in bilingual-special education, could extend the educational network to the local school districts by providing such services as in-service program coordination, program implementation and guidance in any form requested by the schools thus reaching toward the goal of more effective educational intervention with LEP-handicapped students. Consultants would then be providing the local schools with conceptual, as well as operational understanding of the intended purpose of bilingual-special education.

Since the goal of any educational program is the education of students, the basis of bilingual-special education programming must address the implementation of educational services.

This study demonstrated that no unified county-wide plan exists for the implementation of programs for LEP students with special educational needs. Also, this study found that there is no unified method for even identifying this need. If the schools are to be prepared for the apparent increase in LEP students, then they must be aided

in formulating an effective means for information gathering to plan for their present and future needs.

Part of the necessary information that a school district would need is a coordinated plan to find and service LEP students. The present "Home Language Survey", developed by the Michigan State Department of Education is available for use by any school district. Most of the districts in Oakland County do not use this survey. Those who do use it find that it does not supply them with enough information to adequately serve and/or plan for their increasing needs. It would seem appropriate that a revised format could be devised by the state or by local districts to reveal more information that would be useful in planning for present as well as future needs. Also, use of a language survey by all school districts, regardless of present populations, would allow for more adequate preparation of educational plans to handle future needs.

An adequate means for identification of the LEP population would form the base for a more realistic identification of LEP-handicapped students. At present, in Oakland County, there is a significant under-representation of LEP students receiving special education services. The reasons for this under-representation are many. These figures reflected, for many districts, a lack of information regarding program options for service delivery

or unprepared status in the field of bilingual-special education.

Those school districts with the longest running programs for LEP students showed the highest numbers of identified LEP-handicapped students. Thus, after a school district has been involved with bilingual education, it appeared that it began to recognize the needs of the handicapped population within that group.

The influx of LEP students into the schools of Oakland County is a relatively recent phenomena, therefore, the LEP-handicapped numbers are relatively small. As the LEP population increases, we will see an increase also in the identification of handicapped students within that population. It is for this reason that we must be prepared with an educational program developed and ready for use. In order to have such a program, the State Department of Education must establish an office of bilingual-special education. This office, within the department of special education, would then be responsible for the formulation and implementation of bilingual-special education programming.

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APPENDIX

Table 1

PRO-RATED MEMBERSHIP FOR STATE AID
OAKLAND SCHOOLS
MEMBERSHIP BY GRADES IN FULL TIME EQUIVALENCE - October 1, 1982

	Kdg.	1	2	3	4	5	6	7	8	9	10	11	12	**Spec. Educ.	* PF/FTE	TOTAL
Avondale	216	145	145	172	180	173	228	208	208	239	222	221	200	103	0	2660
Berkley	352	327	338	282	306	306	360	393	380	350	356	389	378	113	0	4630
Birmingham	476	403	454	466	477	537	606	699	710	692	749	779	856	217	0	8121
Bloomfield	280	262	322	352	392	423	537	589	619	616	660	714	723	232	0	6721
Brandon	185	160	184	164	170	213	244	240	193	230	224	240	204	86	158	2895
Clarenceville	150	156	163	162	149	146	166	183	172	155	162	193	140	69	195	2361
Clarkston	386	314	358	357	373	448	514	560	531	522	559	524	474	161	128	6209
Clawson	156	123	146	156	111	188	170	164	181	184	221	235	249	56	42	2382
Farmington	688	548	587	640	579	661	759	905	912	898	984	1012	1047	646	2	10868
Ferndale	367	360	357	309	351	334	391	380	372	355	350	373	298	142	1379	6118
Hazel Park	437	401	394	365	389	432	421	416	396	432	513	437	282	479	1102	6896
Holly	249	246	216	256	235	275	345	387	339	274	373	286	280	128	52	3941
Huron Valley	654	617	589	608	614	642	782	796	805	805	747	708	753	199	515	9834
Lake Orion	364	282	284	294	340	396	427	408	410	440	441	447	419	163	1211	6326
Lamphere	182	134	146	152	137	164	213	231	231	236	268	268	274	193	5	2834
Madison	228	219	237	206	208	217	242	228	187	255	228	181	191	105	445	3377
Novi	189	218	185	206	201	221	249	286	268	258	257	245	236	67	0	3090
Oak Park	214	232	232	240	256	257	306	295	271	299	287	307	263	253	0	3712
Oxford	176	184	160	176	168	219	220	231	269	293	282	303	242	74	78	3075
Pontiac	1345	1361	1346	1183	1316	1298	1288	1225	1138	1094	1029	1033	898	1221	2276	12051
Rochester	486	582	480	603	593	663	814	843	853	832	893	894	903	152	0	9591
Royal Oak	631	566	545	558	552	601	632	699	657	710	731	748	773	260	0	8663
Southfield	556	509	502	567	494	615	674	800	736	785	790	805	921	339	0	9093
South Lyon	316	257	243	253	278	285	362	339	335	325	334	314	303	51	298	4293
Troy	704	759	769	791	859	797	938	1051	939	846	823	797	801	308	0	11182
Walled Lake	572	608	595	572	645	673	774	801	792	815	747	796	678	158	0	9226
Waterford	851	736	748	779	876	890	1007	1092	1061	1013	1066	1200	956	805	563	13643
West Bloomfield	268	235	273	275	280	307	365	420	451	385	435	415	423	103	4	4639
TOTALS	11678	10944	10998	11144	11529	12381	14034	14869	14416	14338	14731	14868	14165	6883	8453	185431

Source: Form DS-4061 *PT/FTE: Part-time/Full-time equivalent. **Membership for Special Education students has been prorated in grade levels and Special Education categories based upon the percentage of time spent in regular classrooms and percentage of time spent in Special Education classroom. This does include 1,165 pupils counted at the Intermediate as provided by Section 111 of the State Aid Act.

RACIAL-ETHNIC HEAD COUNT OF STUDENTS IN MEMBERSHIP ON SEPTEMBER 30, 1983

Source: Building Summary - Form SC-4203

Table 2

DISTRICT	AMERICAN INDIAN OR ALASKAN NATIVE OR NATIVE AMER.	BLACK, NOT OF LATINO OR HISPANIC ORIGIN	ASIAN OR PACIFIC ISLANDER	LATINO OR HISPANIC	WHITE, NOT OF LATINO OR HISPANIC ORIGIN	TOTAL
AVONDALE	57	125	20	23	2,367	2,592
BERKLEY	61	81	39	30	4,409	4,620
BIRMINGHAM	3	73	254	21	7,497	7,848
BLOOMFIELD HILLS	2	162	401	76	5,879	6,520
BRANDON	2	9	16	19	2,636	2,682
CLARENCEVILLE	0	3	18	5	2,079	2,105
CLARKSTON	28	12	24	46	5,785	5,895
CLAWSON	4	4	21	6	2,327	2,362
FARMINGTON	6	172	302	41	10,026	10,547
FERRISDALE	9	570	83	25	4,120	4,807
HAZEL PARK	297	46	74	69	5,270	5,756
HUNTSVILLE	10	95	16	54	3,045	3,220
IRON VALLEY	178	15	36	41	8,720	8,990
LAKE ORION	11	11	19	57	4,853	4,951
LANSING	4	17	53	16	2,546	2,636
MADISON	25	4	89	26	2,772	2,916
MONTICELLO	7	11	76	31	3,029	3,154
OAK PARK	4	1,870	95	17	1,655	3,641
OXFORD	8	4	9	19	2,839	2,879
PONTIAC	109	8,573	107	1,343	6,936	17,068
ROCHESTER	21	131	198	47	9,243	9,640
ROYAL OAK	6	46	89	24	8,351	8,516
SOUTH LYON	9	27	8	24	3,802	3,870
SOUTHFIELD	19	2,264	158	40	6,601	9,082
TROY	32	130	562	64	10,111	10,899
WALLED LAKE	121	10	62	27	8,799	8,999
WATERFORD	58	136	92	175	12,282	12,743
WEST BLOOMFIELD	1	53	109	25	4,339	4,527
TOTAL	1,092	14,654	3,030	2,391	152,298	173,465
Per Cent	.01	.09	.02	.02	.88	1.02

This racial/ethnic head count includes all full and part time students in membership on the Fourth Friday. Since it is a head count, the number of students reported may be greater than the membership for State Aid.

Table 3
 Limited English Proficient School Population
 By Language
 Oakland County Michigan
 1982-1983
 (Approximate Numbers)

Language	Number
Albanian	82
Arabic/Chaldean	892
Armenian	3
French	3
German	14
Greek	3
Hebrew	7
Indian	47
Italian	20
Native American	3
Oriental	2000
Chinese	
Japanese	
Korean	
Vietnamese	
Persian	6
Polish	4
Russian	11
Spanish	920
Turkish	3
Other	37
(nonspecified)	
Total	4055

Table 4
 Limited English Proficient-Special Education Population
 By Language and Handicapping Condition
 Oakland County, Michigan
 1982-1983
 (Approximate Numbers)

Language	L.D.	E.M.I.	E.I.	T.M.I.	Speech&Lang.
Albanian	1				
Arabic/Chaldean	14	11	4		9
Asian	2		1		2
Indian	2				
Oriental	1		1		1
Russian	1				
Spanish	20	5	3	3	2
Non-specified	16		6		
Total	57	16	15	3	14

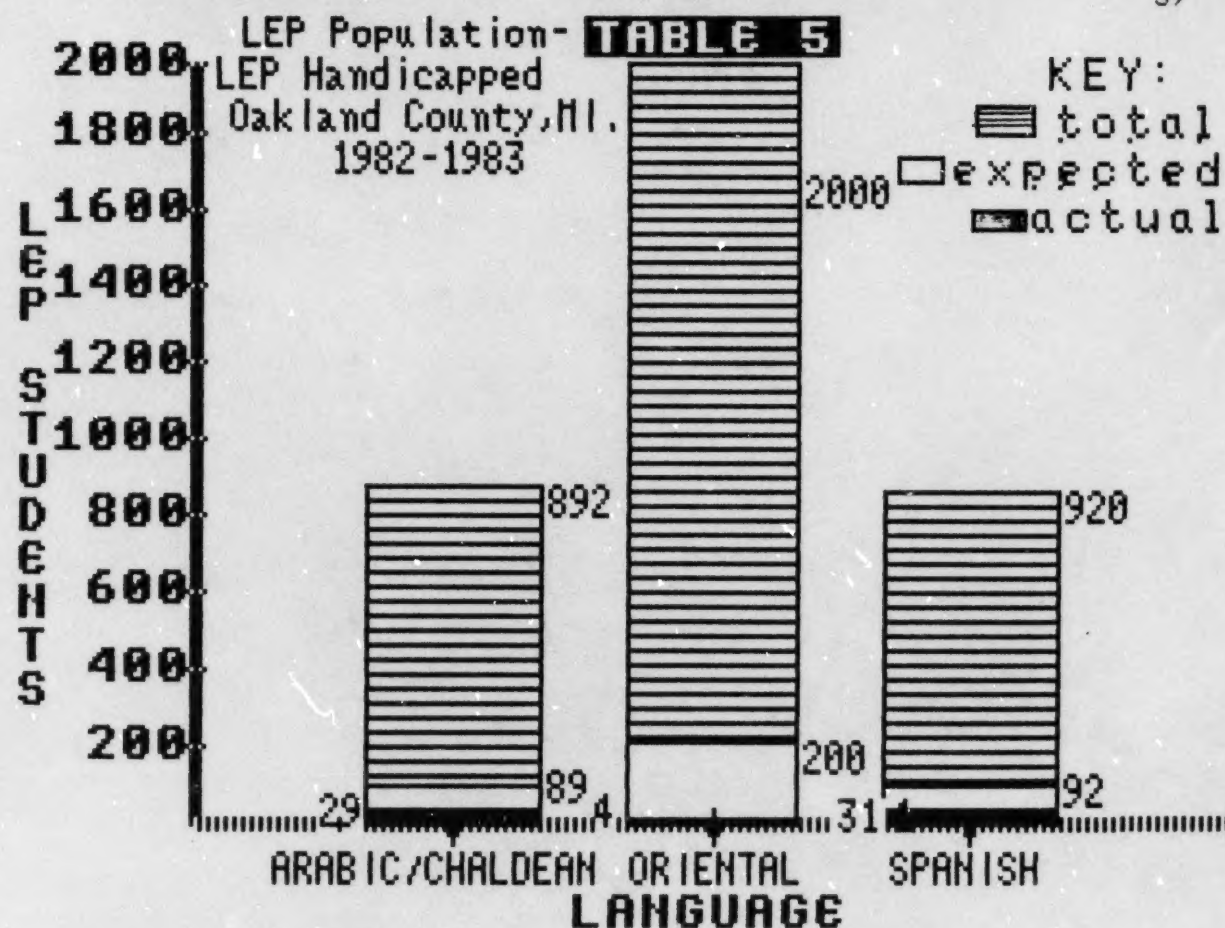
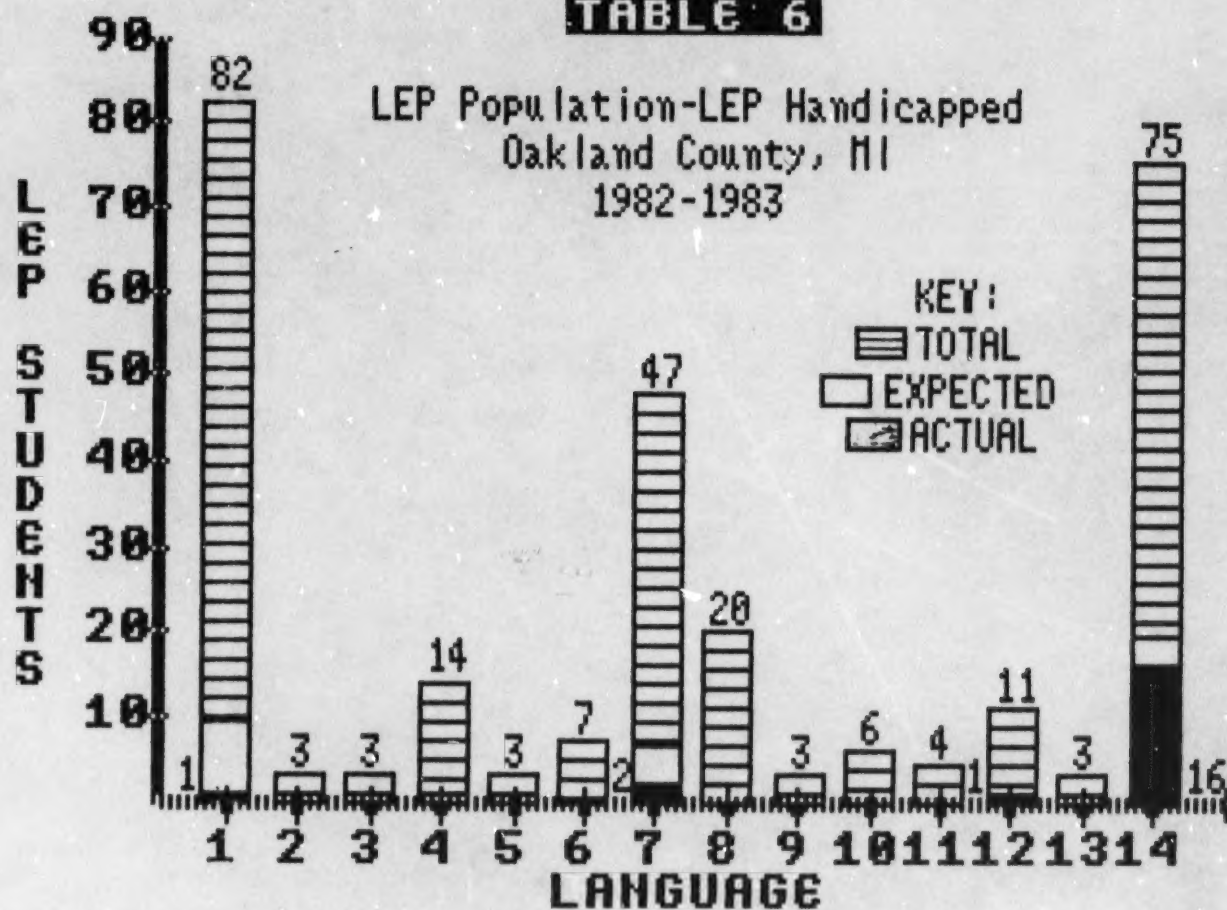


TABLE 6

LEP Population-LEP Handicapped
Oakland County, MI
1982-1983



1. ALBANIAN
2. ARMENIAN
3. FRENCH
4. GERMAN
5. GREEK
7. INDIAN
8. ITALIAN
9. NATIVE AMERICAN
10. PERSIAN
11. POLISH
12. RUSSIAN
13. TURKISH
14. OTHER

Bilingual-Special Education Needs Assessment

Total number of Limited English Proficient (LEP) population:

Spanish Arabic Other Other (specify)

Of total LEP population:

Number referred for special education assessment: _____

Number tested: _____

Number placed in special education: _____

	L.D.	EMI	TMI	EI	Sph./Lang.	Deaf	Vis. Imp.	Phy. Imp.
Spanish	_____	_____	_____	_____	_____	_____	_____	_____
Arabic	_____	_____	_____	_____	_____	_____	_____	_____
Other	_____	_____	_____	_____	_____	_____	_____	_____
Other	_____	_____	_____	_____	_____	_____	_____	_____

Bilingual Program Elementary Jr. High Secondary

Number of bilingual classrooms:

Spanish	_____	_____	_____
Arabic	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

HR/19

Describe your district's bilingual special education facilities by level, language and numbers:

How does your district identify your LEP-Special Education population?

Do you use interpreters in:

Parent Contacts:	☐ Yes	☐ No
Screenings:	☐ Yes	☐ No
Testing:	☐ Yes	☐ No

Your district's total Special Education Population:

L.D.	EMI	TMI	EI	Sph./Lang.	Deaf	Vis. Imp.	Phy. Imp.
—	—	—	—	—	—	—	—

Your district's number of Special Education classrooms:

L.D.	EMI	TMI	EI	Sph./Lang.	Deaf	Vis. Imp.	Phy. Imp.
—	—	—	—	—	—	—	—

Your district's total student enrollment _____

Funding Sources:	Bilingual Ed.	Special Ed.	Bilingual-Spec.Ed.
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Federal:	_____	_____	_____
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State:	_____	_____	_____
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Local:	_____	_____	_____
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(Please identify Funding source eg. Title VII ESEA.)

Your suggestions for meeting the needs of LEP-Special Ed. students in your district: _____

Name of school district: _____

Name of person completing this questionnaire: _____

BILINGUAL SUPPORT MODEL

SPECIAL EDUCATION TEACHER (Monolingual)

44

- Sequenced L₂ Instruction (ESL)
 - Oral language (receptive, expressive)
 - Reading (word attack, comprehension)
 - Spelling/writing (based on oral language)
- Math Instruction in L₂
 - Based on concrete experiences
 - Building language & cognitive development together
- Other IEP Objectives (self-help, vocational, gross/fine motor, visual/auditory perception)



COORDINATED SERVICES MODEL

SPECIAL EDUCATION TEACHER (Monolingual)

- Sequenced L₂ Instruction (ESL)
- Design Intervention Program (content & sequence)
 - Ameliorate specific learning problems
- Implementing IEP Objectives to be Accomplished in L₂

BILINGUAL CLASSROOM TEACHER

- Sequenced L₁ Instruction
 - Oral language, reading, spelling and writing in primary language
- Math Instruction in L₁
- Other IEP Objectives Specified for L₁

INTEGRATED BILINGUAL SPECIAL EDUCATION MODEL

BILINGUAL SPECIAL EDUCATION TEACHER

- Comprehensive Language Development Program

- L₁
 - Oral Language
 - Reading
 - Spelling/Writing
- L₂
 - Oral Language
 - Reading
 - Spelling/Writing

